Language Arts Framework – 2003

Reading and Responding: How do we understand what we read?

Students will:	PK-2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
use appropriate strategies before, during and after reading in order to construct meaning.	1. use prereading activities to activate prior knowledge and establish purpose;	1. use prereading activities to activate prior knowledge and establish purpose;	1. activate prior knowledge and establish purpose for reading;	1. establish and adjust purposes for reading;	1. make and verify predictions based on prior knowledge and text;	1. make and verify predictions based on prior knowledge and text;	1. make and verify predictions based on prior knowledge and understanding of genres;	1. employ reading skills and strategies to construct meaning from text;
	2. visualize what is read;	2. visualize what is read;	2. adjust visualizations as the text progresses;	2. adjust visualizations as the text progresses;	2. draw conclusions and substantiate them by using the text and prior knowledge;	2. draw verifiable conclusions;	2. draw verifiable conclusions;	2. recognize and use the defining characteristics of various genres to comprehend texts;
	3. make and verify predictions;	3. make and verify predictions;	3. make and verify predictions;	3. make and verify predictions;	3. establish purposes for reading and adjust the purposes while reading;	3. establish purposes for reading and adjust the purposes while reading;	3. summarize to clarify thinking;	3. predict outcomes of texts and assess the plausibility and validity of these predictions;
	4. retell using relevant information from text; and	4. recognize and organize relevant information in proper sequence to use in a summary;	4. organize relevant information to use in a summary;	4. summarize, distinguishing the main idea from details;	4. select and organize relevant information from text to summarize;	4. summarize to clarify thinking;	4. establish purposes for reading and adjust the purposes while reading;	4. determine and apply the most effective means of monitoring comprehension independently; and
	5. recognize and organize relevant information in proper sequence to use in a summary.	5. identify points at which meaning breaks down and apply appropriate strategies to facilitate understanding; and	5. monitor comprehension and make modifications when understanding breaks down;	5. monitor comprehension and apply strategies to correct misunder-standings;	5. make reasonable inferences from explicit and/or implicit information;	5. make reasonable inferences from explicit and or implicit information;	5. identify points at which comprehension breaks down and adjust by using a variety of correcting methods without prompting;	5. accept, explore, challenge and defend multiple interpretations of texts.
		6. identify and explain text structures.	6. determine text structure as a means to comprehension;	6. determine text structure as a means to comprehension;	6. monitor comprehen-sion and apply strategies to correct misunderstandings; and	6. identify points at which comprehension breaks down and correct misunder-standings without prompting;	6. articulate the characteristics of text structures and genres; and	
			7. draw conclusions and substantiate them by using the text; and	7. draw conclusions and substantiate them by using the text and prior knowledge; and	7. adjust visualizations as the text progresses.	7. adjust visualizations as the text progresses; and	7. accept, explore, challenge and defend multiple interpretations of texts.	
			8. make reasonable inferences from explicit and/or implicit information.	8. make reasonable inferences from explicit and/or implicit information.		8. articulate the characteristics of text structures.		

Students will:	PK-2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
describe, interpret, reflect on, analyze and evaluate text in order to extend understanding and enjoyment.	1. ask questions to clarify meaning; 2. answer literal and inferential questions about grade-appropriate books read aloud by the teacher and about their own reading; 3. distinguish between fiction and nonfiction; 4. distinguish between fact and opinion; 5. develop a critical stance to texts heard and read; 6. discuss texts by making text-to-text, text-to-world and text-to-self connections; 7. discuss author's craft; 8. read or listen to a text and explain its appeal; and 9. choose a variety of texts to read for personal enjoyment.	1. ask questions to clarify meaning; 2. answer literal and inferential questions about grade-appropriate books; 3. distinguish between fiction and nonfiction; 4. distinguish between fact and opinion; 5. develop a critical stance to texts; 6. respond to texts by making text-to-text, text-to-world and text-to-self connections; 7. discuss author's craft; 8. read or listen to a text and explain its appeal; and 9. choose a variety of texts to read for personal enjoyment.	1. generate and respond to literal and open-ended questions to clarify meaning; 2. identify literal and inferential meaning; 3. distinguish between fact and opinion; 4. discuss author's style based on explicit information in the text; 5. develop a critical stance to texts; 6. interpret texts by making text-to-text, text-to-world and text-to-self connections; 7. interpret nonfiction by distinguishing one text structure from another; 8. read or listen to a text and explain its appeal; and 9. choose a variety of texts to read for personal enjoyment.	1. generate questions and draw conclusions to analyze what they read, view and hear; 2. interpret information that is implied in a text; 3. discuss author's writing techniques, including tone; 4. develop and support a critical stance to texts; 5. interpret texts by making text-to-text, text-to-world and text-to-self connections; 6. interpret nonfiction by distinguishing one text structure from another; 7. identify techniques that contribute to meaning and appeal of texts; 8. discuss the appeal of a text; and 9. choose multiple genres for personal enjoyment.	1. analyze what they read, view and hear by generating questions and drawing conclusions; 2. interpret information that is implied, not directly stated; 3. make and support judgments about the quality of a text (critical stance); 4. identify techniques that contribute to the meaning and appeal of texts; 5. discuss what makes a text engaging and appealing to a reader; and 6. select texts for enjoyment.	1. analyze what they read, view and hear by generating questions and drawing conclusions; 2. interpret information that is implied, not directly stated; 3. identify central idea and purpose; 4. make and support judgments about the quality of a text; 5. identify techniques that contribute to the meaning and appeal of texts; 6. discuss what makes a text engaging and appealing to a reader; and 7. select texts for enjoyment.	1. analyze what they read, view and hear by generating questions and drawing conclusions; 2. interpret information that is implied, not directly stated; 3. identify the central idea or purpose of a text; 4. make and support judgments about the quality of a text; 5. identify techniques that contribute to the meaning and appeal of texts; 6. discuss what makes a text engaging and appealing to a reader; and 7. select texts for enjoyment.	1. describe the thoughts, opinions and questions that arise as they read, view or listen to a text; 2. clarify understanding of the text by identifying inconsistencies and ambiguities; 3. evaluate explicit and implicit information to demonstrate awareness of author's style; 4. make judgments about the literary and aesthetic qualities of text; 5. analyze the appeal of various works and determine their literary value; 6. explain and explore their own and others' aesthetic reactions to texts; and 7. select texts for enjoyment.

Students will:	PK-2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
select and apply strategies to facilitate word recognition and extend vocabulary development.	1. read words with regular and irregular patterns automatically; 2. use new vocabulary from reading in many contexts; 3. apply knowledge of letter-sound correspondence, language structure and context to read words; 4. read sight words taught as part of the curriculum; 5. explain multiple meanings of words; and 6. explain grade-appropriate vocabulary.	1. read words with regular and irregular patterns automatically; 2. use vocabulary in many contexts; 3. apply known decoding skills while reading; 4. read sight words taught as part of the curriculum; 5. use context clues to read accurately words with more than one pronunciation; and 6. explain grade-appropriate vocabulary.	1. read and comprehend unfamiliar words, using root words, synonyms, antonyms, word origins and derivations; 2. use vocabulary in many contexts; 3. expand word recognition and comprehension by using knowledge of language structure; 4. use phonetic, structural and contextual clues to read and comprehend new words; and 5. use context clues to read accurately words with more than one pronunciation.	1. analyze the meaning of words and phrases in context; 2. learn new words by using word-recognition skills; 3. expand word recognition and comprehension by using the knowledge of language structure; and 4. use roots, synonyms, word origins and derivations to comprehend unfamiliar words in all content areas.	1. analyze the meaning of words and phrases in context; 2. use roots, synonyms, word origins and derivations to comprehend unfamiliar words in all content areas; 3. expand word recognition by using the knowledge of language structure; and 4. improve comprehension by analyzing multisyllabic words, using phonetic, structural and contextual clues.	1. analyze the meaning of words and phrases in context; 2. use roots, synonyms, word origins and derivations to comprehend unfamiliar words in all content areas; 3. expand word recognition by using the knowledge of language structure; and 4. improve comprehension by analyzing multisyllabic words, using phonetic, structural and contextual clues.	1. analyze the meaning of words and phrases in context; 2. use roots, synonyms, word origins and derivations to comprehend unfamiliar words in all content areas; 3. apply word-recognition strategies to perfect reading fluency; and 4. improve comprehension by analyzing multisyllabic words, using phonetic, structural and contextual clues.	1. apply word-recognition strategies to perfect reading fluency; 2. develop vocabulary by reading extensively; 3. apply vocabulary strategies to more-complex texts to ensure comprehension; and 4. improve comprehension by analyzing multisyllabic words, using phonetic, structural and contextual clues.

Students will:	PK-2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
communicate with others to create interpretations and evaluations of written, oral and visual texts.	1. participate in small-group and whole-class teacher-led discussions around a common topic; and 2. listen to and respect the opinions of others.	1. participate in small-group and whole-class teacher-led discussions around a common topic; and 2. question the opinions of others and respect their answers.	1. share opinions and judgments based on the appeal of texts listened to, viewed or read; 2. participate in small-group and whole-class teacher-led discussions around a common topic; and 3. question the opinions of others and respect their answers.	1. respond to the ideas of others and recognize the validity of differing views when interpreting and judging text; 2. persuade listeners in discussions and presentations; and 3. question the opinions of others and respect their answers.	1. respond to the ideas of others and recognize the validity of differing views when interpreting and judging text; and 2. persuade listeners in discussions and presentations.	1. respond to the ideas of others and recognize the validity of differing views when interpreting and judging text; and 2. persuade listeners in discussions and presentations.	1. respond to the ideas of others and recognize the validity of differing views when interpreting and judging text; and 2. persuade listeners in discussions and presentations.	1. work collaboratively to elaborate on interpretations and evaluations of written, oral and visual texts; 2. apply skills of listening, questioning, contributing and responding in order to enhance understanding of works read, written and viewed; and 3. elicit and respect the opinions of others about written, oral and visual texts.

Exploring and Responding to Literature: How does literature enrich our lives?

Students will:	PK-2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
recognize how literary devices and conventions capture the reader.	1. identify the elements of a genre;	1. identify the elements of a genre;	1. discuss multiple genres and explain the differences in their conventions;	1. discuss how conventions contribute to meaning in a variety of genres;	1. discuss the impact of conventions on meaning in fiction and nonfiction;	1. explain how and why literary conventions and techniques contribute to their understanding of and experience with the text;	1. explain how and why literary conventions and techniques contribute to their understanding of and experience with the text;	1. identify the various conventions within a genre and apply this understanding to the examination of the text;
	2. use text structure, such as story elements, to help understand a genre;	2. use text structure, such as story elements, to help understand a genre;	2. identify elements of author's craft and locate examples;	2. identify elements of author's craft and locate examples;	2. use elements of author's craft to evaluate text;	2. use elements of author's craft to evaluate text;	2. use elements of author's craft to evaluate text;	2. apply an understanding of a genre to deepen their interpretation of that genre;
	3. identify literary elements as author's craft; and	3. identify literary elements as author's craft and locate examples; and	3. read, respond to and discuss multiple genres that represent similar viewpoints and themes; and	3. use elements of author's craft to evaluate text;	3. discuss multiple genres that represent similar viewpoints and themes;	3. discuss multiple genres that represent similar viewpoints and themes;	3. discuss multiple genres that represent similar viewpoints and themes;	3. extend meaning by analyzing complex elements of fiction, e.g., symbolism, tone, stream of consciousness and voice; and
	4. demonstrate an understanding of story elements.	4. interpret fiction by discussing the underlying theme or message.	4. identify accurately literary techniques and terminology that contribute to meaning.	4. discuss multiple genres that represent similar viewpoints and themes;	4. use and apply literature terminology and techniques accurately;	4. analyze literature by using literary terminology and techniques accurately;	4. analyze literature by using literary terminology and techniques accurately;	4. analyze how an author uses literary conventions and devices.
				5. use and apply literature terminology and techniques accurately;	5. analyze point of view and the effect it has on meaning; and	5. analyze point of view and the effect it has on meaning; and	5. analyze multiple points of view; and	
				6. analyze point of view and the effect it has on meaning; and	6. recognize the effect of sound and structure in poetry.	6. recognize and discuss the effect of sound and structure in poetry.	6. evaluate the effects of sound and structure in poetry.	
				7. recognize the effect of sound and structure in poetry.				

Students will:	PK-2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
explore multiple responses to literature.	1. discuss and respond to feelings and opinions generated when reading or listening to texts; and 2. support personal viewpoints with evidence from the text.	1. discuss and respond to feelings and opinions generated when reading or listening to texts; 2. support personal viewpoints with evidence from the text; and 3. make connections among literary works, other texts and the world.	1. discuss and respond to feelings and opinions generated when reading or listening to texts; 2. support personal viewpoints and reactions with evidence from the text; 3. make and explain connections among literary works, other texts and the world; 4. develop multiple responses to literature using individual connections and relevant text references; 5. raise questions in response to text; and 6. develop a critical stance and cite evidence to support the stance.	1. raise questions and support personal viewpoints with evidence from the text; 2. make and explain connections between literary works, other texts and the world; 3. make and support conclusions about literature by referring to relevant passages and prior knowledge; 4. develop and defend multiple responses to literature using individual connections and relevant text references; and 5. develop a critical stance by generating interpretive and evaluative questions addressing author's craft.	1. raise questions and support personal viewpoints with evidence from the text; 2. make and explain connections among literary works, other texts and the world; 3. make and support conclusions about literature by referring to relevant passages and prior knowledge; 4. develop and defend multiple responses to literature using individual connections and relevant text references; and 5. develop a critical stance by generating independent, interpretive and evaluative questions addressing author's craft.	1. make and explain connections among literary works, other texts and the world; 2. make and support conclusions about literature by referring to relevant passages across genres; 3. develop a critical stance by generating independent, interpretive and evaluative questions addressing author's craft; 4. develop and defend multiple responses to literature using individual connections and multiple text references; and 5. cite textual and personal evidence to support a critical stance.	1. make and explain connections among literary works, other texts and the world; 2. make and support conclusions about literature by referring to relevant passages across genres; 3. develop a critical stance by generating independent, interpretive and evaluative questions addressing author's craft; 4. develop, defend and evaluate multiple responses to literature using individual connections and multiple text references; and 5. cite textual and personal evidence to support a critical stance.	1. defend their interpretations of literature by producing in-depth, validated responses; 2. create and answer individual questions inspired by the reading; and 3. approach text, not by looking for a specific response to text, but by looking for many plausible responses justified by text references.

Students will:	PK-2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
recognize and appreciate that contemporary and classical literature have shaped human thought.	1. make connections between characters' lives and the real world; and	1. make connections between the characters' lives and the real world; and	1. connect, compare and contrast ideas, themes and/or issues across classical and contemporary texts;	1. compare and contrast the ways similar themes are expressed in diverse works;	1. compare and contrast the ways similar themes are expressed in diverse works;	1. compare, contrast and evaluate the ways similar themes are expressed in diverse works;	1. compare, contrast and evaluate the ways similar themes are expressed in diverse works by multiple authors;	1. read a selection of literary classics, determine the ways in which they have shaped world culture, and analyze the reasons for their being considered classics;
	2. read and respond to stories about many cultures and times.	2. read and respond to stories about many cultures and times.	2. analyze how characters deal with diversity of human experience and conflict and relate these to real-life situations; and 3. compare and respond to stories about multicultural experiences.	2. analyze how characters deal with the diversity of human experience and conflict and relate these to real-life situations; and 3. compare, respond to and interpret stories that represent many eras and multicultural experiences.	2. discuss and analyze how characters deal with the diversity of human experience and conflict; and 3. compare, respond to and interpret stories that represent many eras and multicultural experiences.	2. discuss and analyze how characters deal with the diversity of human experience and conflict; and 3. compare, respond to and interpret stories that represent many eras and multicultural experiences.	2. discuss, analyze and evaluate how characters deal with the diversity of human experience and conflict; and 3. compare, respond to and analyze stories that represent many eras and multicultural experiences.	2. respond to classic and contemporary texts to examine themes central to the diverse human experience; and 3. read, view and listen to key works of contemporary literature and create responses that examine the work's contributions to an understanding of human experience.

Students will:	PK-2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
recognize that readers and writers are influenced by individual, social, cultural and historical contexts.	1. recognize elements of bias in texts;	1. identify elements of bias in texts;	1. identify an author's bias or point of view by differentiating between the facts and opinions in a text;	1. determine how bias influences the reader's understanding and opinions;	1. determine what creates bias in a text and how it influences meaning;	1. analyze an author's bias and how it influences meaning;	1. analyze an author's bias and how it influences meaning;	1. identify the various influences on authors and analyze and evaluate their impact on text;
	2. recognize how an author's bias influences the reader's opinion or judgment;	2. explain how an author's bias influences the reader's opinion or judgment;	2. explain how an author's bias influences the reader's opinion or judgment;	2. interpret and analyze the influence of culture, history and ethnicity on themes and issues in literature;	2. interpret and analyze the influence of culture, history and ethnicity on themes and issues in literature;	2. interpret and evaluate the influence of culture, ethnicity and historical eras on themes and issues in literature;	2. interpret and evaluate the influence of culture, ethnicity and historical eras on the themes and issues in literature;	2. evaluate how elements of bias in nonfiction influence meaning;
	3. discuss how the experiences of a writer influence a story;	3. discuss how the experiences of a writer influence a story;	3. discuss how the experiences of a writer influence a story;	3. discuss how the experiences of a writer influence the text;	3. discuss how the experiences of a reader influence the interpretation of a text;	3. discuss how the experiences of a reader influence the interpretation of a text;	3. discuss how the experiences of a reader influence the interpretation of a text;	3. read classic and contemporary texts and conduct related research to analyze the cultural influences of a time period on its works;
	4. discuss how the experiences of a reader influence a story; and	4. discuss how the experiences of a reader influence a story;	4. discuss how the experiences of a reader influence a story;	4. discuss how the experiences of a reader influence the interpretation of a text;	4. discuss how books they read influence what they think and experience;	4. discuss how books they read influence what they think and experience;	4. discuss how books they read influence what they think and experience;	4. understand and appreciate that literature represents, recreates, shapes and explores human thoughts and experiences; and
	5. recognize values, ethics and beliefs included in a text.	5. discuss themes and connections that cross cultures; and	5. discuss themes and connections that cross cultures;	5. discuss themes and connections that cross cultures;	5. analyze themes and connections that cross cultures;	5. analyze and evaluate themes and connections that cross cultures;	5. analyze and evaluate themes and connections that cross cultures;	5. analyze and evaluate the basic beliefs, perspectives and assumptions underlying an author's work.
		6. recognize values, ethics and beliefs included in a text.	6. discuss how books they read influence what they think and experience; and	6. discuss how books they read influence what they think and experience; and	6. analyze an author's values, themes and beliefs included in many texts.	6. evaluate an author's values, themes and beliefs included in many texts; and	6. evaluate an author's values, themes and beliefs included in many texts; and	
			7. recognize and discuss an author's values, themes and beliefs included in many texts.	7. recognize and analyze an author's values, themes and beliefs included in many texts.		7. construct meaningful and specific individual connections to a variety of texts that represent different social, historical or cultural dimensions.	7. construct meaningful and specific individual connections to a variety of texts in order to make associations between the text and their views of the world.	

Students will:	PK-2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
explore decisions and political and social issues through literature.	1. identify how an author or illustrator expresses his or her ideas in a text; and	1. identify how an author or illustrator expresses his or her ideas in a text; and	1. identify how an author or illustrator expresses his or her ideas in a text; and	1. explain how the themes of books represent a view or comment on life; and	1. explain how the themes of books represent a view or comment on life; and	1. evaluate how the themes of books represent a view or comment on life; and	1. evaluate how the themes of books represent a view or comment on life; and	1. use literature to examine the political and social issues of concern in the past and evaluate their relationship to political and social issues of concern today and in the future;
	2. discuss the choices an author or illustrator makes to convey his or her ideas.	2. discuss the choices an author or illustrator makes to convey his or her ideas.	2. identify and discuss the choices an author or illustrator makes to convey his or her ideas.	2. analyze how authors and illustrators express political and social issues.	2. analyze how authors and illustrators express political and social issues.	2. evaluate how authors and illustrators express political and social issues.	2. evaluate the effectiveness of the choices that authors and illustrators make to express political and social issues.	2. evaluate themes expressed in literature as a comment on life; and
								3. evaluate the effectiveness of the choices that authors and illustrators make to express political and social issues.

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Communicating with Others: How do we write, speak and make presentations effectively?

Students will:	PK-2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
use descriptive, narrative, expository, persuasive and poetic modes.	1. determine the audience, purpose and format for writing;	1. determine the audience, purpose and format for writing;	1. write for specific audiences to entertain, inform, explain, persuade and delight in the imagination;	1. write for specific audiences to entertain, inform, explain, persuade and delight in the imagination;	1. determine purpose, point of view and audience, and use the appropriate features of persuasive, narrative, expository or poetic writing to achieve specific intent;	1. determine purpose, point of view and audience, and use the appropriate features of persuasive, narrative, expository or poetic writing to achieve specific intent;	1. determine purpose, point of view and audience, and use the appropriate features of persuasive, narrative, expository or poetic writing to achieve specific intent;	1. determine purpose, point of view and audience, and use the appropriate features of persuasive, narrative, expository or poetic writing to achieve specific intent;
	2. use language with clarity and voice to communicate meaning;	2. use language with clarity and voice to communicate meaning;	2. use models to develop their own writing;	2. use models to develop their own writing;	2. write to delight in the imagination; and	2. write to delight in the imagination; and	2. write to delight in the imagination; and	2. produce text demonstrating effective use of the features of elaboration, organization and fluency;
	3. listen to or read a variety of genres to use as models for writing; 4. write and tell stories using organizational patterns appropriate to the mode of writing; and 5. revise stories to add details.	3. listen to or read a variety of genres to use as models for writing; 4. write using organizational patterns appropriate to the mode of writing; and 5. revise drafts to add details and precise and vivid language.	3. identify and write from multiple points of view on the same topic; and 4. plan and revise texts to demonstrate the ability to elaborate and organize.	3. identify and write from multiple points of view on the same topic; and 4. plan and revise texts to demonstrate the ability to elaborate and organize.	3. use models to develop their own writing.	3. use models to develop their own writing.	3. use models to develop their own writing.	3. use more complex structures to convey ideas; and 4. write to delight in the imagination.

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Students will:	PK-2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
prepare, publish and present work appropriate to audience, purpose and task.	1. compose a piece of writing based on ideas generated through a variety of activities;	1. compose a piece of writing based on ideas generated through a variety of activities;	1. use a range of strategies to generate and develop ideas for a variety of writing and speaking purposes;	1. choose from a range of strategies to generate and develop ideas for a variety of writing and speaking purposes;	1. choose from a range of strategies to generate and develop ideas for a variety of writing and speaking purposes;	1. generate a range of strategies to develop ideas for a variety of writing and speaking purposes;	1. generate a range of strategies to develop ideas for a variety of writing and speaking purposes;	1. identify, select and apply the most effective processes to create and present a written, oral or visual piece;
	2. develop a way to organize their ideas by using a variety of strategies;	2. revise texts to demonstrate organization, elaboration, fluency and clarity;	2. revise texts to demonstrate organization, elaboration, fluency and clarity;	2. organize ideas so that there is an inviting introduction, logical arrangement of ideas and an effective conclusion;	2. organize ideas so that there is an inviting introduction, logical arrangement of ideas and a effective conclusion;.	2. organize ideas so that there is an inviting introduction, logical arrangement of ideas and a effective conclusion;	2. organize ideas so that there is an inviting introduction, logical arrangement of ideas and a effective conclusion;	2. maintain a multimedia portfolio that provides opportunities for reflection and dialogue regarding creative processes;
	3. publish final products in a myriad of ways;	3. develop a way to organize their ideas by using a variety of strategies;	3. develop and revise ideas with detail and imagination;	3. revise texts to demonstrate organization, elaboration, fluency and clarity;	3. revise texts to demonstrate organization, elaboration, fluency and clarity;	3. revise texts to demonstrate organization, elaboration, fluency, clarity and active voice;	3. revise texts to demonstrate organization, elaboration, fluency, clarity and active voice;	3. demonstrate improvement in their writing based on established criteria and goals; and
	4. create goals for improving writing with teacher direction; and	4. publish final products in myriad ways;	4. evaluate the quality of their written work, using established criteria, through peer and teacher conferences;	4. develop and revise ideas with detail and imagination;	4. develop and revise ideas with detail and imagination;	4. develop and revise ideas with detail and imagination;	4. develop and revise ideas with detail and imagination;	4. demonstrate the ability to develop criteria for assessing their own writing.
	5. choose and use a format appropriate to audience, purpose and task.	5. create goals for improving writing by evaluating their own and others' writing with teacher direction; and	5. set writing goals with teacher direction and act upon them;	5. reflect on and evaluate the quality of their written work according to established criteria (rubric), through peer conferences and with teacher support;	5. reflect on and evaluate the quality of their written work according to established criteria (rubric), independently, through peer conferences and with teacher support;	5. reflect on and evaluate the quality of their written work according to established criteria (rubric), independently, through peer conferences and with teacher support;	5. reflect on and evaluate the quality of their written work according to established criteria (rubric), independently, through peer conferences and with teacher support;	
		6. choose and use a format appropriate to audience, purpose and task.	6. present completed writing in various forms using available technology; and	6. set and act upon personal writing goals with increasing independence;	6. set and act upon personal writing goals with increasing independence; and	6. set and act upon specific, realistic goals for improvement in writing in collaboration with the teacher; and	6. set and act upon specific, realistic goals for improvement in writing; and	
			7. use a format appropriate to audience, purpose and task.	7. present completed writing in various forms using available technology; and	7. present completed writing in various forms using available technology.	7. present completed writing in various forms using available technology.	7. present completed writing in various forms using available technology.	
				8. use a format appropriate to audience, purpose and task.				

Students will:	PK-2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
employ research skills.	1. generate questions for gathering data;	1. generate questions for gathering data from appropriate visual, print and auditory sources;	1. frame their own questions to direct research;	1. frame their own questions to direct research and raise additional questions generated by the research;	1. frame their own questions to direct research and raise additional questions generated by the research;	1. frame their own questions to direct research and raise additional questions generated by the research;	1. frame their own questions to direct research and raise additional questions generated by the research;	1. generate questions and determine which primary and secondary sources are appropriate to the task, and integrate and elaborate upon this information in a final product;
	2. use appropriate visual, print and auditory sources;	2. select and organize information from various sources for a specific purpose;	2. locate and interpret relevant and valid information to answer their own questions;	2. locate and interpret relevant and valid information to answer their own questions;	2. locate and interpret relevant information to answer their own questions;	2. synthesize and evaluate information from multiple sources to answer their own questions;	2. synthesize and evaluate information from multiple sources to answer their own questions;	2. evaluate the validity of sources to authenticate research and answer questions generated; and
	3. select and organize information from appropriate sources for a specific purpose; and	3. discuss and determine the appropriateness of sources to answer questions generated; and	3. summarize and organize information from multiple sources;	3. organize and synthesize information from multiple sources;	3. organize and synthesize information from multiple sources;	3. evaluate the validity and authenticity of sources;	3. evaluate the validity and authenticity of sources;	3. engage in research by using written auditory and visually based media.
	4. use available technology to conduct research.	4. use available technology to conduct research.	4. use visuals, as appropriate, to support presentations; and	4. produce research reports that are accurately documented and in an appropriate format;	4. produce research reports that are accurately documented and in an appropriate format;	4. produce research reports that are accurately documented and in the appropriate format; and	4. produce research reports that are accurately documented and in the appropriate format; and	
			5. use available technology to conduct research.	5. use visuals, as appropriate, to support presentations; and	5. determine the validity and authenticity of sources; and	5. use available technology to research and produce an accurately documented end-product.	5. use available technology to research and produce an accurately documented end-product.	
				6. use available technology to research and produce an accurately documented end-product.	6. use available technology to research and produce an accurately documented end-product.			

English Language Conventions: How do we use the English language appropriately to speak and write?

Students will:	PK-2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
conform to Standard English.	1. **demonstrate proficient use of capitalization, punctuation, usage and spelling skills that are grade-level appropriate;*** 2. demonstrate the ability to write and edit their work using mechanics appropriate to this grade level; 3. begin to proofread by using resources for proofreading and editing; 4. use sentence patterns typical of spoken language; 5. apply spelling patterns to spell unfamiliar words in their writing; and 6. spell designated high-frequency words independently in their writing.	1. **demonstrate proficient use of capitalization, punctuation, usage and spelling skills that are grade-level appropriate;*** 2. demonstrate the ability to write and edit their work using mechanics appropriate to this grade level; 3. use a variety of sentence structures; 4. proofread with increasing independence; 5. use sentence patterns typical of spoken language; 6. apply spelling patterns to spell unfamiliar words in their writing; and 7. spell designated high-frequency words independently in their writing.	1. **demonstrate the ability to write and edit their work using mechanics appropriate to this grade level;*** 2. apply Standard English to improve the quality of editing; 3. use a variety of sentence types in their writing; 4. use correct grammar in speaking and writing; 5. edit sentences to remove run-ons, fragments and awkward constructions; 6. apply spelling rules appropriate to their grade level; 7. use correct punctuation; and 8. monitor their spelling accuracy by using available resources.	1. **demonstrate the ability to write and edit their work using mechanics appropriate to this grade level;*** 2. improve the quality of editing by applying appropriate use of Standard English; 3. use a variety of sentence types in their writing; 4. use correct grammar in speaking and writing; 5. edit sentences to remove run-ons, fragments, awkward constructions and redundancies; 6. apply spelling rules appropriate to their grade level; 7. use correct punctuation; and 8. monitor their spelling accuracy by using available resources.	1. **demonstrate the ability to write and edit their work using mechanics appropriate to this grade level;*** 2. vary the types and lengths of sentences; 3. apply spelling skills accurately to include complex words; 4. use correct punctuation; and 5. monitor their spelling accuracy by using available resources.	1. **demonstrate the ability to write and edit their work using mechanics appropriate to this grade level;*** 2. vary the types and lengths of sentences; 3. apply spelling skills accurately and independently to include complex words; 4. use correct punctuation; and 5. monitor their spelling accuracy by using available resources.	1. **demonstrate the ability to write and edit their work using mechanics appropriate to this grade level;*** 2. vary the types and lengths of sentences; 3. apply spelling skills accurately and independently to include complex words; 4. use correct punctuation; and 5. monitor their spelling accuracy by using available resources.	1. write, revise and edit their work to produce writing suitable for publication and/or presentation; 2. demonstrate command of capitalization, punctuation, usage and spelling skills; and 3. demonstrate proficiency in the use of resources for proofreading and editing.

*Grade-level-appropriate usage charts can be found in the CMT and CAPT handbooks

Students will:	PK-2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
speak and write using standard word patterns (syntax) and word choices (diction).	1. use spoken and written syntax and diction of familiar skilled writers and speakers.	1. use spoken and written syntax and diction of familiar skilled writers and speakers.	1. recognize the difference between Standard and nonstandard English; and 2. use Standard English in appropriate contexts.	1. recognize the difference between Standard and non-standard English; and 2. use Standard English in appropriate contexts.	1. recognize the difference between Standard and nonstandard English; and 2. use Standard English in appropriate contexts.	1. recognize the difference between Standard and nonstandard English; and 2. use Standard English in appropriate contexts.	1. recognize the difference between Standard and nonstandard English; and 2. use Standard English in appropriate contexts.	1. produce written and spoken texts that demonstrate an understanding of the appropriate use of Standard and non-standard English.

Students will:	PK-2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
use language appropriate to purpose, audience and task.	1. identify different language patterns used by speakers and writers, and determine when a particular pattern is appropriate to use in their speaking and writing.	1. identify different language patterns used by speakers and writers, and determine when a particular pattern is appropriate to use in their speaking and writing; and 2. communicate messages clearly and precisely in language appropriate to audience, purpose and task.	1. determine the appropriateness of language as related to audience; 2. use the technical vocabulary of a subject accurately (math, science, history, etc.); and 3. communicate messages clearly and precisely in language appropriate to audience, purpose and task.	1. determine the appropriateness of language as related to audience; 2. use the technical vocabulary of a subject accurately (math, science, history, etc.); and 3. communicate messages clearly and precisely in language appropriate to audience, purpose and task.	1. evaluate the appropriateness of language as related to audience; 2. use the technical vocabulary of a subject accurately (math, science, history, etc.); and 3. communicate messages clearly and precisely by choosing language appropriate to audience, purpose and task.	1. evaluate the appropriateness of language as related to audience; 2. use the technical vocabulary of a subject accurately (math, science, history, etc.); and 3. communicate messages clearly and precisely by choosing language appropriate to audience, purpose and task.	1. evaluate the appropriateness of language as related to audience; 2. use the technical vocabulary of a subject accurately (math, science, history, etc.); and 3. communicate messages clearly and precisely by choosing language appropriate to audience, purpose and task.	1. determine the appropriateness of language used in various contexts, and choose language appropriate to purpose, audience and task in their speaking and writing.

Students will:	PK-2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
use knowledge of their language and culture to improve competency in English.	1. identify the similarities and differences between "home language" and the English language and use that knowledge to improve their competency in English; and 2. read, listen to and tell stories from a variety of cultures, including their own, and identify the similarities and differences in the way language is used.	1. identify the similarities and differences between "home language" and the English language and use that knowledge to improve their competency in English; and 2. read, listen to and tell stories from a variety of cultures, including their own, and identify the similarities and differences in the way language is used.	1. articulate variations between language patterns used in their homes and in literature read in school; 2. use the similarities and differences between "home language" and literature read to develop written and spoken English; and 3. discuss and connect the experiences of their cultures with the experiences of others.	1. articulate variations between language patterns used in their homes and in literature read in school; 2. use the similarities and differences between "home language" and literature read to develop written and spoken English; and 3. discuss and connect the experiences of their cultures with the experiences of others.	1. articulate variations between language patterns used in their homes and in literature read in school; 2. use the similarities and differences between "home language" and literature read to develop written and spoken English; and 3. discuss and connect the experiences of their cultures with the experiences of others.	1. articulate variations between language patterns used in their homes and in literature read in school; 2. use the similarities and differences between "home language" and literature read to develop written and spoken English; and 3. discuss and connect the experiences of their cultures with the experiences of others.	1. articulate variations between language patterns used in their own homes and in literature read in school; 2. use the similarities and differences between "home language" and literature read to develop written and spoken English; and 3. discuss and connect the experiences of their cultures with the experiences of others.	1. articulate the similarities and differences between their "home language" and the English language and use that knowledge to improve competency in English; and 2. read, listen to and tell stories from a variety of cultures, including their own, and identify the similarities and differences in the way the language is used.